

Factors Causing Learners' Anxiety in FL Speaking: The Case of GFP Learners at UTAS, Nizwa, Oman

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Abstract

Research proved that anxiety plays an essential role in foreign language speaking, especially when it comes to speaking in front of others. Learners in the department of English always show a negative attitude in speaking presentations and tasks in full view of people. The aim of this paper is to investigate the factors that contribute to learners' anxiety in foreign language speaking from learners' and teachers' perspectives. The study aims to answer the following questions: what are the factors that cause learners' speaking anxiety and what types of anxiety do students have, and what are some strategies to lower it? The study was conducted through mixed method research to achieve the purposes of both qualitative and quantitative methods. The subjects of the study were 240 students and ten teachers in the foundation program. These students are studying at different levels from 1 to 4 to be prepared for the academic programs, which are business, IT and engineering. The research data was collected through a questionnaire for learners and an interview with teachers. The questionnaire is based mainly on Horwitz's scale, which is always considered the best scale to measure anxiety and anxiety indicators. The data revealed that most of the students face all types of anxiety in speaking, including communication apprehension, fear of negative evaluation and speaking test anxiety. From the teachers' perspective, anxiety was also related to the syllabus itself and the types of tasks given. To solve the issue of anxiety, the self-system model of motivation was implemented with a group of students giving them speaking tasks using the motivational model of Hadfield and Dornyei (2014), where we adopted some tasks to make a unit of teaching relying on Willis' Task-based framework where we added the language focus to each task.

Keywords: foreign language learning anxiety, foreign language speaking, general Foundation learners, test anxiety, fear of negative evaluation, the self-system

1. Introduction

It is noticed that most of the students in the foundation program face anxiety, especially because it is their first time studying using the English language in the whole program. When it comes to speaking classes or exams, or when the teacher asks questions, the students feel uncomfortable. They start looking at the floor or writing something in order to avoid these situations. Sometimes, the students do not attend sessions just because there is a speaking task. Most of the foundation students have negative attitudes and emotions towards speaking and also towards the teacher who focuses on it.

As English Language teachers at the university of technology and applied sciences, we have observed that speaking is deemed the most difficult skill of all by many GFP students. GFP students, in general, have an awareness of the importance of English language competence for their success both in higher education and in their careers and a significant percentage of ambitious students work towards achieving it. However, even these ambitious students tend to be negligent about their scores on speaking tests, and they try to make it up by scoring more in other skills, especially by focusing on writing. It can be easily inferred that the reason for this conscious neglect is their reluctance to speak with or in front of their peers for fear of making mistakes and becoming subjects of ridicule. The following are further observations regarding students' attitudes towards Speaking classes, speaking tests and acquiring or mastering speaking skills. Generally, when strategies are taught in speaking classes, all the students understand them quickly. When they are told of the importance of practising speaking and given time to practice in classrooms, only a very few students practice with peers, and the others just pretend to practice. On the other hand, some such students attempt to speak when they are called for one-to-one practice with the teacher. However, they manage to produce only isolated words or short sentences

with grammatical errors. Similarly, most students, good and weak alike, try to do their best in the Speaking tests, but many fail miserably because they have not had enough practice. Despite the examiners giving them all possible help and guidance, they are unable to articulate their thoughts in coherent speech. Though only a few students have problems comprehending the questions, many have problems with fluency and coherence. Even when they manage to find some relevant words, producing continuous speech remains a challenge.

Research proved that negative feelings hinder learning and motivation. Meng and Wang (2006) indicate that learners' abilities and creativity may be prevented by negative emotions. For that, it is noticed even students in post foundation and with a higher ability of knowledge are not able to speak in front of teachers and classmates, and this problem can be because of fear of negative evaluation, failure, embracement, frustration, difficulties, or fear of speaking in front of classmates and teachers (Meng and Wang, 2006). On the other hand, speaking is believed to be an essential affective variable that causes anxiety. It plays a significant role in language learning and contributes to declining learners' participation and involvement (Horwitz, Horwitz, & Cope, 1986:130). For the reasons mentioned above, it is important to study anxiety from both perspectives, teachers' and learners' perspectives to identify the factors contributing to learners' anxiety in speaking and try to find some strategies to overcome it. Research on language learning anxiety reported six potential sources of language anxiety which are associated with the learner, with the teacher or with the instructional practice. They are classified into personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures and language testing (Young, 1991: 427). Furthermore, related literature reports reveal that different other factors may arouse the level of anxiety, including the teacher, the course, language skills, tests, proficiency, motivation, and culture (Aydin, 2008: 424). In this study, the aim is to identify the factors/sources within the three forms of language learning anxiety (communication apprehension, fear of negative evaluation and test anxiety).

2. Literature Review

Anxiety is one of the well-discussed and documented phenomena in the field of psychology (Riasati, 2011). Many scholars define anxiety differently, and some argue it is hard to define it. Brown (1987) confirms that it is impossible to find a simple definition for anxiety. Horwitz and Cope (1986) state that though FLA is a phenomenon linked to other anxieties, it is different. They defined FLA in these terms as "*a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process*" (Horwitz, Horwitz, & Cope, 1986: 128). Based on this definition, other researchers made a sum of a few related concepts. They see it as a sum of mixed feelings of fear, nervousness, discomfort, and apprehension where the cause is not clear or defined.

Recently, researchers have suggested definitions related to performance in language classes in which they define anxiety as a reaction to a situation where the external element is considered a threat that hinders learners' abilities and knowledge for meeting it. In this regard, MacIntyre and Gardner (1994: 284) define anxiety from a situation-specific perspective as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning". Generally speaking, it can be said that language anxiety is the sum of feelings of apprehension, fear, tension, nervousness, and responses to perceived or actual threats specific to second language learning and performance.

Research has shown that learning anxiety can be classified according to different perspectives such as effects, sources or the subject matter. In terms of effect, there are two types of learning anxiety: facilitating and debilitating anxiety (MacIntyre, NA). Facilitating anxiety happens when learners encounter moderate anxiety, which can lead to the development of their performance. In this case, learners tend to do positive things to show better performance and achievement. In education, facilitating anxiety positively encourages people to progress while they may not feel any tension, so they don't realize the presence of anxiety (MacIntyre and Gardner, 1989: 252). On the other hand, debilitating anxiety is a kind of anxiety which can significantly hinder learners' performance, leading them to follow an avoidance attitude towards the learning task or causing fear that leads to a negative result, especially before and during exams, oral presentations and interactive activities. In addition to that, when learners face frustrating or negative experiences in learning language skills and competencies, they may have harmful anxiety.

In terms of foreign language perspective, a special kind of anxiety, "FLA", is discussed. Horwitz and Cope (1986) were the first who coined the term foreign language anxiety to refer to specific anxiety that affects foreign language learning, considering it as a type of situational or contextual anxiety that is specifically related to foreign language situations. Based on clinical data and anecdotal evidence (MacIntyre & Gardner, 1991a), they were the first to find out that foreign language anxiety is a separate and distinct phenomenon particular to

language learning (Young, 2016: 427). They do not deny the importance of general anxiety in the development of foreign language anxiety, but they argue that this type of anxiety is different because of its nature and uniqueness. Researchers describe this anxiety as apprehension experienced when a foreign language is needed for a specific situation when the individual is not fully proficient (Gardner and MacIntyre, 1993:159). Thus, FLA is the feeling of tension and apprehension specifically associated with the language learning context (MacIntyre and Gardner, 1994: 284). In the last few years, there has been an increase in evidence that confirms their theory. Horwitz's empirical data reported confirmation of the existence of specific anxiety related to language (Young, 2016: 427). Gardner and Macintyre (1991a) also reported evidence to validate the previously mentioned theory.

Many researchers who studied anxiety's impact on foreign language learners consider foreign language anxiety as a psychological factor that negatively impacts the language learning process, and they describe it as *"the affective factor that most pervasively obstructs the learning process"*. (Arnold and Brown, 1999: 8). It is believed that in a language class, students may have anxiety that may not affect other courses. Those students may engage in rumination over poor performance that limits their ability in a language learning situation. In this case, students would have an awareness of their inability in the language class. This makes the difference between language anxiety and other forms of anxiety and the uniqueness of its effects in the foreign language context. Basic research on Foreign Language anxiety showed that it could be related to three different components or forms of foreign language anxiety, which are communication apprehension, test anxiety, and fear of negative evaluation (Horwitz et al., 1986: 127).

According to (McCroskey, 1977:78), Communication apprehension is defined initially as *"an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons."* (McCroskey & Beatty, 1986:279). Communication apprehension happens when learners get fear when they miss mature communication skills to get involved in natural communication with others even when they have good ideas and thoughts (Aydin, 2008:423). According to Horwitz et al. (1986:127), in a foreign language classroom, oral tasks require not only language but performance. Therefore, in a language class, communication apprehension occurs more with people who face a problem speaking in groups due to the lack of communication control and the constant monitoring of their performance (Horwitz et al., 1986:127). They think that interpersonal interactions are the primary emphasis in a typical English class where learners are supposed to participate in class discussions, debates, speaking and asking and answering questions.

According to Chan and Wu (2004:293), test anxiety is a type of performance anxiety associated with exams and evaluation due to the fear of failure and evaluative situations, specifically in academic contexts where performance evaluation is frequent. It is defined as *"a fear of failing in tests and an unpleasant experience held either consciously or unconsciously by learners in many situations"* (Aydin, 2008:423). So it can be defined as an apprehension towards academic evaluation, which is based on a fear of failure (Horwitz and Young, 1991:13). In oral tests, both test and oral communication anxieties can be provoked. Test anxiety is usually linked to previous negative experiences in the past that lead to negative thoughts and beliefs about the test. Consequently, these past experiences may distract learners during class and reduce their performance. According to Horwitz et al. (1986:128), learners who have test anxiety are most of the time unrealistic in their demands, where they always want to reach perfection, and anything less than that for them is a failure.

Fear of negative evaluation happens when learners focus on gaining a positive social impression from others. It is also defined as apprehension that learners may have from others' evaluations and the avoidance strategies they use to escape evaluative situations. Also, it happens when learners expect negative evaluations from others. It is similar to test anxiety but not limited to tests as it may be experienced in any social, evaluative situation, such as job interviews or speaking presentations (Mufidah, 2017: 221). So, it happens when learners feel unable to make a strong social impression, and so they tend to avoid any evaluative situation and get apprehension about others' evaluations (Aydin, 2008:423). Generally, in language classes, learners who have a fear of negative evaluation are perceived to be passive and avoid classroom activities that may improve their language proficiency, or they even escape the class to avoid anxiety situations (Aida, 1994:157). Also, students who feel unsure of what they are saying may have a fear of negative evaluation, and they may doubt their ability to make a proper impression.

3. Research Methodology

3.1 Participants

Two hundred forty participants consisting of male and female learners at the foundation program (including the four language levels) at the University of Technology and Applied Sciences, Nizwa (Oman), were recruited. The participants were selected randomly and shared the same ethnographic background, and were Omani nationals who are majoring in IT, Business or Engineering, and they are studying English only as a medium of instruction.

All respondents have learned English as L2 for more than 12 years, and they are now studying the four language skills and language competencies and their scores in English in level four determine the study type and the diploma or certificate they are getting in the future (diploma, higher diploma or bachelor). Therefore, even though English is not essential in their academic career, it is important to decide the nature of their diploma.

3.2 Method and Tools

This research is conducted using the descriptive method. So, we dealt with both qualitative and quantitative data. To achieve reliable results, research data is collected using different tools: a questionnaire for students and interviews with teachers. The analysis of quantitative data was through statistics, whereas, for the qualitative data, a thematic analysis was the procedure.

The questionnaire is adapted from Horwitz et al. (1986) Foreign Language Classroom Anxiety Scale (FLCAS), which is considered a valid instrument by several researchers. This scale is selected as it is believed to be the most valid and accepted research instrument to reveal specific anxiety reactions in a foreign language context. There are 33 items with a 5-point Likert scale ranging from strongly disagree (1 point) to strongly agree (5 points). In the present study, we tried to investigate the factors using three forms of foreign language anxiety as a basis: Communication apprehension (1, 4, 9, 14, 15, 18, 24, 27, 28, 29, 30 and 32), Fear of Negative Evaluation (2, 7, 13, 19, 20, 23, 31 and 33); and Test Anxiety (Items 8, 10 and 21). Interviews with ten teachers of speaking were conducted only as a supporting tool to explain the factors mentioned by students. For the second group of participants who are teachers, a semi structured interview was conducted with teachers from different levels. The interview guide was designed based on many studies, focusing on causes of learners' anxiety, forms of FL anxiety and its effects. Furthermore, it aimed to investigate the speaking course in relation to anxiety (types of tasks, strategies, motivation, and difficulties) as well as try to discuss solutions from the teachers' perspective. It was conducted face to face with each teacher individually using a recorder to record answers.

4. Results

The responses are calculated to reveal agreement, disagreement, and neutrality of participants towards the anxiety items with the percentages that refer to the number of respondents who agree, disagree or neutral with the item. The data is analyzed quantitatively using descriptive statistics in order to describe and interpret the actual factors that may cause language and speaking anxiety and to find out which of the three anxieties, communication anxiety, fear of negative evaluation, or test anxiety, is the most prominent aspect that provokes anxiety among learners at the English Language centre at the university of technology and applied sciences of Nizwa. The results show that learners may have the three anxieties at the same time.

Table 1. Communication Apprehension

Type and Statement	Percentage						
Communication Apprehension	SD	TD	total	N	A	SA	total
Item.1	13.2	23.8	37	28.1	21.3	13.6	34.9
Item.4	8.9	13.6	22.5	20.4	35.7	21.3	57
Item.9	5.1	16.6	21.7	23.4	37.9	17	54.9
Item.14	15.4	23.9	39.3	32.9	17.1	10.7	27.8
Item.15	3.9	12.4	16.3	26.6	39.9	17.2	57.1
Item.18	5.6	12.8	18.4	31.2	32.5	17.9	50.4
Item.24	10.7	27.4	38.1	26.1	25.6	10.3	35.9
Item.27	6	26.9	32.9	21.8	34.2	11.1	45.3
Item.28	5.6	13.3	18.9	42.1	28.3	10.7	39
Item.29	6	14.2	20.2	26.3	35.8	17.7	53.5
Item.30	7.3	21.5	28.8	30.9	29.2	11.2	40.4
Item.32	6	18.9	24.9	36.1	28.3	10.7	39

The first thing noticed from this table is that many learners lack awareness about their status, whether they are anxious or not, they are confident or not, so they selected to be neutral to both situations. It is noticed that with all items, an average of about 30% did not choose either to agree or disagree. Research proved that awareness is

very important to develop other aspects within learners, such as autonomy, confidence, learning strategies and metacognition in general; so in this case, the participants who don't have awareness are having issues with all these aspects, such as their learning, their progress and the difficulties they face.

The responses in this table reveal a great deal about the teacher. Learners responded positively with an agreement to the items related to the teacher's talk and correction. (57%) said: "It frightens me when I don't understand what the teacher is saying in English." Thus, teachers need to be very careful in their talk, taking into consideration different aspects such as learners' level, learners learning background, the difficulty of the subject and their pronunciation issues. On the other hand, 57% responded with "I get upset when I don't understand what the teacher is correcting" this makes us rethink error correction norms in both what to correct and when. Error correction plays a noticeable role in the learning process, and the right timing will help them retain new information effectively, as the timing of correcting students' errors is one of the determinants of class success or failure.

43% said that they feel nervous and confused when they are speaking in the language class, which means the participants feel communication anxiety when it comes to speaking in front of others. Some students speak individually with the teacher, but when it comes to speaking in class, they feel shy and uncomfortable, which means their issue is not always the language or the teacher but the peers and the type of culture.

The participants also showed agreement with the number of rules, and they said they felt overwhelmed. Here we are facing a problem with curriculum and syllabus and the way teachers deal with them. From our observation of the course book, the following remarks are found:

- The book which is used in our university is pathways from national geography
- This book is designed for native speakers or high-level learners
- the book is overloaded with tasks, and most of them are discussion questions
- there is no real variety of tasks
- the tasks are not always motivating
- The topics are sometimes very difficult and beyond the level and the knowledge of students, so students face two issues the subject knowledge and the language itself.

Another issue that learners and teachers spoke about is the assessment; the speaking tasks which are included are not assessed or included in the ongoing assessment, which is not motivating for learners. They feel whether they work hard or not, there is no difference. Furthermore, the exam pattern is totally different from the class tasks, so learners lack practice and connection between what they study and the exam.

Table 2. Fear of Negative Evaluation

Type and Statement	Percentage						
Fear of Negative Evaluation	SD	D	Total	N	A	SA	Total
Item.2	9.9	23.7	33.6	24.6	31.5	10.3	41.8
Item.7	9.1	19.1	28.2	30	26.1	15.7	41.8
Item.13	12.9	29.3	42.2	29.7	20.7	7.3	28
Item.19	9.9	30	39.9	29.2	23.6	7.3	30.9
Item.20	6	14.1	20.1	26.5	32.5	20.9	53.4
Item.23	8.1	18.8	26.9	27.4	31.6	14.1	45.7
Item.31	10.3	28.6	38.9	28.6	20.9	11.5	32.4
Item.33	3	15.1	18.1	27.6	36.2	18.1	54.3

Table 2 shows respondents' answers to fear of negative evaluation. It is well noticed that during presentations or oral exams, learners get very nervous, and even sometimes, many of them do not come to the speaking class just because they have a presentation that day. Students are taught the four skills, and they respond positively to tasks of writing, reading and listening, whereas they don't with the speaking tasks.

53.4% of learners responded positively with agree and strongly agree to item "I can feel my heart pounding when I'm going to be called on in the speaking class." and 54.3% to item "I get nervous when the language teacher asks questions which I haven't prepared in advance." This indicates that lack of preparation is one of the

causes of anxiety among students. Additionally, 41.8% of participants said I keep thinking that the other students are better at English than I am. and 45.7% revealed that they always feel that the other students speak English better than they do. Here, it is clear that the student's perception of their ability is negative, and they are very pessimistic about their level. Also, it is noted that they are not confident when they compare themselves to their peers and feel they are better than them, which may reduce their progress and autonomy. Furthermore, a good number of students pointed out that they are afraid to have every mistake corrected by the teacher or to be laughed at by classmates. Thus, learners worry much about feedback more than thinking about their ability, needs or progress. These findings are similar to those discussed in the study by Tanveer (2008).

Table 3. Speaking Test Anxiety

Type and Statement	Percentage						
Speaking Test Anxiety	SD	D	Total	N	A	SA	Total
Item.8	15.5	28.4	43.9	35.3	14.7	6	20.7
Item.10	3.4	8.5	11.9	17.9	31.2	38.9	70.1
Item.21	14.2	29.6	43.8	29.6	16.3	10.3	26.6

Table 3 shows the speaking test anxiety. 70.1% of respondents declared that they worry about the consequences of failing a foreign language test. Making the speaking exam difficult or making the learners feel that it is a real barrier is a crucial problem in any assessment system. Students in the foundation program know well that the type of certificate they will pass after level 4 depends on their score in the IELTS, and they all think that their speaking score would be the lowest among the four skills. Students also feel more anxious about the exam because the examiners are not their teachers, so they are not familiar with them, and this increases the level of fear and hesitation. Another point that makes students anxious is hearing that some teachers are very strict in giving marks, so they say, if our examiner is Mr X, I am sure I will fail, so this thinking leads in many cases to more anxiety and failure. Many students perform well in class, but when it comes to exams, they get confused and afraid, and they get low marks. 43.9% showed disagreement with being at ease during speaking exams and presentations.

5. Conclusions and Discussion

Different factors lead to provoking FL speaking anxiety. The influence of these factors often results in learners' hesitation or avoidance of speaking the foreign language, and therefore, it is important for teachers to know how to reduce such undesirable feelings and uncertainties. Thus, to find solutions to this problem and lower anxiety, the first thing that should be done is to find the factors that cause it within the learners. In this study, many factors overlap; some are related to the teacher, some to the learner and some are related to the classroom setting, including the course, the atmosphere and the assessment. The study also revealed that the learners have the three types of anxiety mentioned earlier (communication apprehension, fear of negative evaluation and speaking test anxiety).

Students revealed that communication apprehension and fear of negative evaluation are the most probable causes of anxiety for them. As with communication apprehension, students emphasized many aspects related either to the language level, the learner level or the learning situation level. At the level of language, the majority of learners are beginners or intermediate, where they have a lot of issues with language skills and competencies. So low English proficiency is one of the main causes of anxiety which was found in many previous studies (Jackson, 2002; Tsui, 1996; Liu, 2007). From the teachers' perspective, learners have issues with the four skills and the three competencies of language (grammar, vocabulary and pronunciation), not only speaking. Good communication requires sufficient vocabulary and grammar in order to be able to express one's thoughts and feelings. Thus, the lack of or limited vocabulary often results in communication problems and anxiety. Therefore, it is crucial for the teacher to think about strategies to develop receptive skills and build vocabulary within learners.

Answers also revealed the lack of preparation and practice as anxiety provokers. Foundation learners are studying English just to use it later in their academic department. Their major is business, IT or engineering, so most of them are not interested in English, nor do they devote enough time to it. Although the learners have at least two classes of speaking and listening per week, they didn't have sufficient practice in speaking due to the type of tasks, the teachers' strategies and the curriculum itself, which is too loaded. Many students are motivated to develop their English, but they complain about the load of homework and tasks they have where sometimes

the syllabus is based on quantity, not quality. So teachers are in a hurry to cover the syllabus while students are also working only to cope with it and get the ongoing evaluation marks and avoid being punished or embarrassed by the teacher. Learners also showed a great sort of lack of confidence. Many participants attributed their anxiety and hesitation to the fear of evaluation or others' opinions about them.

As mentioned earlier in this section, factors were at the three levels of the language learning process the language level, the learner level and the learning situation level. Concerning the learning situation level, two factors were emphasized by learners and teachers of oral. The first factor hindering communication is the classroom environment. The classes in the department of English contain 30 students and sometimes more. The sitting patterns are not appropriate at all for having different kinds of activities. Evidence of this factor was reported in many studies; for example, Young (1990), in her study, found that language students generally preferred and felt more comfortable when they participated in small groups in oral activities rather than in front of the whole class (Young, 2001: 119). Classroom atmosphere and environment are very effective in reducing anxiety which was confirmed in the study of Palacios (1998), who examined the impact of classroom climate on students' levels of foreign language anxiety and found many components of classroom environment were associated with levels of anxiety (Young, 2001: 119). Another issue, girls and boys don't have to mix, so it will sometimes be very difficult for the teacher to make groups and leave spaces between the male and female students. Also, the time is not sufficient to give chances to everyone to speak. Learners also are used to teachers talking, so when it comes to giving them the floor to speak, they are found to be shy and hesitant. Gender is also an issue in the speaking class, where both genders don't want to speak in front of the members of the other gender.

According to Gatcho and Hajan (2019), in the context of foreign language learning, to address issues of communication apprehension, Tom (2013) suggests that teachers have to focus on teaching presentation skills such as parts of a presentation, how to organize them, the introduction, the conclusion and the transition expression needed for it without neglecting verbal and non-verbal communication.

The teachers' correction and feedback were among the main factors emphasized in the respondents' answers. One of the main barriers to communication and speaking is the fear of negative evaluation. Learners hesitate to participate or speak because they are scared to be surprised by the teachers' corrections. The way teachers give feedback, and the timing of the feedback are very important. Learners are anxious also because they are afraid to be corrected for every mistake or in an unpolite way. Learners also fear making mistakes and being laughed at. Many studies proved that making mistakes is linked to fear of negative evaluation where the researchers found that their participants do not want individual feedback, and they don't want to be corrected for every mistake and immediately. Rather, they want collective feedback at the end for everyone (see Yahia, 2013; OK & Ustaci, 2013). Interrupting students to correct their mistakes while speaking provokes an unpleasant feeling of anxiety and can lead to hesitation, demotivation and avoidance of participating in oral tasks. Similar results are discussed in many studies, such as Tzoannopoulou (2016), Aydin (2008) and Akkar (2015), who stated that teachers' correction and criticism are essential factors to provoke anxiety. In addition, Akkar (2015) found out that fear of negative evaluation was the strongest cause of language learning anxiety, particularly in the area of oral communication (See Saito & Samimy, 1996; Cheng, Horwitz, & Schallert, 1999; Sellers, 2000).

The third factor discussed is speaking test anxiety, where the sources of fear are exams and presentations and the consequences of failure in the speaking exam. The syllabus has to include an exam part, not only separate practices at the end of the semester. Some teachers revealed they give students presentations, but they do not assess them, and some teachers said they don't give presentations, only the official test. The students prepare the presentation for the end of the semester just because it is an official test, but for other class presentations, most of them do not prepare it at all or refuse to present and sometimes even, they don't come to class the day of the presentation. In addition to that, the test practice and samples are given only at the end of the semester, whereas they should be a part of every unit. The tasks of the book can be modified to fit the exam, and instead of giving a whole exam practice, teachers can rely on chunks of activities related to a discussion of a topic, describing a picture, telling a story, giving instructions or asking questions depends on the level they are teaching. Moreover, during practice, teachers should give feedback and scores to prepare students for the exam and give them an idea about their performance. This also would motivate them to work harder to achieve a better result when learners know their weak and strong areas of language. It is clear that the number of learners is an obstacle, but if the decision-makers rethink the curriculum, they can reduce the number of materials and focus on the quality and learners. In this case, teachers will not be in a hurry to finish the syllabus but rather focus on each learner.

6. Recommendations

Based on the results from both learners' questionnaire and teachers' interviews, a few recommendations are suggested. First, the researchers designed a unit of speaking including 15 lessons based on the motivation framework of Hadfield and Dornyei Framework (2013) and modified it according to Willis's task-based framework to cover both language and motivation. This unit was experimented with as a pilot study with level 3 teachers in their speaking classes and worked well where they achieved good results in terms of speaking scores, lowering anxiety and showing a high level of anxiety. In the following section, an overview of frameworks is discussed.

6.1 Hadfield and Dornyei Framework (2013)

In 2005, Dornyei proposed a synthesis of past research on the main dimensions of language learning motivation in the form of the 'L2 Motivational Self System', representing a major reformation of previous motivational thinking through using psychological theories of the self. In this regard, the L2 is linked to the individual personally as it is considered a part of his/her identity as it is a communication code that can be learnt like any other academic subject. This new paradigm emerged out of the combined effect of two significant theoretical developments in both the L2 field and mainstream psychology. Dörnyei (2005) believes his model of integrative motivation addresses many of these concerns (Dörnyei and Ushioda, 2011: 79).

In light of that view, Dornyei (2005) proposed the 'L2 Motivational Self-System', which consists of the following three components Ideal L2 Self, Ought-to L2 Self, and the L2 Learning Experience. On the one hand, the Ideal L2 Self is the L2 specific facet of one's 'ideal self'. The 'ideal L2 self' works to promote a desire to reduce the discrepancy between our actual and ideal selves, which makes it a strong motivator to learn the L2. This theory is also based on integrative and instrumental motives. On the other hand, Ought-to L2 Self refers to the attributes that a person needs to meet expectations and avoid possible negative outcomes. This dimension involves the extrinsic types of instrumental motives (Dörnyei and Ushioda, 2011: 86)

Stage 1. Imaging Identity: My Future L2 Self

According to Hadfield and Dornyei (2013: 11), the self is a sum of a variety of changing selves, including even the contradictory ones, not something single and stable. Some of these selves exist in the present reality, like when the person imagines himself in different situations such as a home self, a work self, or a self who is a son of a father. Other selves exist not in the present but in an imagined future, like when the person thinks of a self that he thinks he should be, such as a successful employee or a kind friend. This self is called the "Ought to Self". The second type of self is The "Feared Self", which is when the person thinks of a self that he is afraid of becoming like a failing person or a negative person. The last type of self is the "Ideal Self", which is a self that the person would like to become, like the successful self or the popular self. So creating the vision is about finding the L2 ideal self-image and the future identity that our learners envision. Therefore, the process is to step from the imaginative to the affective to reach the creative practice in teaching. This stage includes four sub-stages which are: Creating the Vision, Substantiating the Vision: What is Possible Counterbalancing the Vision, Unifying the Vision and Enhancing the Vision

Sage 2. Mapping the Journey: From Dream to Reality

This part is devoted to mapping the journey or what is called by Hadfield and Dornyei: "operationalizing the vision". This phase includes practical activities rather than affective and imaginative. In this stage, Hadfield and Dornyei (2013: 105) argue that if we want to ensure the effectiveness of a motivational program and translate the vision into reality rather than a fantasy, we need to link the imaginative to the practical, the affective to the cognitive and the creative to the logical. They divide this phase into four sub-stages which are: from vision to goals, from goals to plans, from plans to strategies and from strategies to achievement. It is clear here that their focus is on building learners' metacognition through awareness, planning and the choice of strategies, as well as thinking about their outcomes and making self-evaluations.

Stage 3. Keeping the Vision Alive

In this phase, the designers of the framework (2013: 198-199) focus on enhancing the vision and strengthening the sense of an L2 identity. This phase includes two processes: developing identity and making it real. First, the aim is to keep the vision alive, to develop it in more detail and keep it through the whole learning process. The second stage is making it real through real-life activities in the form of virtual or simulated situations. This can be achieved through making language and culture alive to students where students can get in touch with the L2 community either by sending them to the community or inviting the L2 world into them.

6.2 Willis Tasks Framework

In this framework, the task follows certain stages. This framework is selected because of a number of reasons. First, it involves learners working together and minimizes teachers' involvement. So, learners are given enough chances to communicate and use a foreign language. Second, it comes in the form of stages which is good for learners to manage time and check their progress. Third, in the model, there is a planning stage which is effective in training learners to do planning before they start any learning activity. Fourth, there is a report stage in which tasks overlap process and product objectives. Finally, although the main purpose is meaning, a language focus is emphasized to show learners that language is a single system of form and meaning where they cannot learn one on behalf of the other. This framework contains a pre-task, task, planning, report, analysis and practice.

In the pre-task stage, the students get exposure to the topic and instructions on what they will have to do during the task stages. The teacher may also make the students recall some language to activate learners' schemata that may serve the task. In the pre-task stage, the teacher can also share a model through a recording of people performing the task to make students aware and know what they are expected to do. During the task stage, students fulfil the task in pairs or groups using the language resources given to them in the first stage. Here the role of the teacher role is only to monitor and motivate learners. Then, students are supposed to prepare a short oral or written report to communicate what happened during their task. This process is called the planning stage. Then, they rehearse and practice what they are going to present within their groups. In this phase, the teacher plays only the role of a facilitator when students need him or her to answer students' questions or give advice. When they finish planning, students present their reports to the class orally or in writing. The teacher's role in this phase is to manage time and give some feedback on the content, as well as play a recording of others doing the same task for the students to compare.

By the end of the report stage, the teacher assigns some language parts for the students to analyze such interesting features or patterns within the text or the language used in the student's reports. In the end, some language areas are chosen for practice based on learners' needs and report results. Then, the teacher can give students another chance to practice activities to call useful language and increase their confidence in both language and task (Willis, 1996).

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